2020 Winter Pedagogy Series

Contemporary Teaching in the Liberal Arts

CTLA 2020 had three tracks - Mythbusting Pedagogy from Technology in the Classroom to Grading (below), the Project Based Learning Series, and the Writing Bootcamp

Mythbusting Pedagogy from Technology in the Classroom to Grading

Do I Have to Use Technology in My Classroom? Mythbusting and Strategies for Navigating the Digital Elephant in the Room
Thursday, January 9th, 2020, 12:00 – 1:30 pm, CTLR

In this session, we'll tackle the digital elephant in the room by taking a look at our assumptions and experiences around technology in the classroom. By using the challenge of the tech-distracted student as an opportunity to look at our own teaching, we'll identify strategies for creating inclusive learning environments that support focused, authentic, present-in-the-moment learning — even in the presence of digital devices. Lunch will be provided.

Connect Your Research & Pedagogy to the Vermont State House
Monday, January 13th, 2020, 12:00 – 1:30 pm

Senator Ruth Hardy will lead a workshop on how faculty across all disciplines can apply their academic expertise to help solve pressing policy issues before state and local governments in Vermont. Through providing expert testimony, engaging students in practical policy work, or serving on a state or local committee or working group, faculty can use their research or courses to affect policy or broaden students' academic experience. Senator Hardy will provide an overview of how the legislative process really works, and provide recent case studies to demonstrate how faculty and their students can most productively engage in the process. The session will end with a brainstorming session and Q&A on how you can put your research and knowledge to good policy use. Lunch provided.

Salt of the Earth: The Rhetoric of White Supremacy
Tuesday, January 21st, 2020, 12:15 – 1:30 pm

In this talk, James Chase Sanchez argues that contemporary rhetoric of white supremacy is built around structures of preservation. Using ethnographic and autoethnographic research (along with film footage) from his hometown of Grand Saline, Sanchez pinpoints the ways communities preserve their white supremacy via tactics of identity-formation, storytelling, and silencing. Lunch will be provided.

Using Digital Tools to Support Executive Function
Thursday, January 23rd, 2020, 12:00 – 1:30 pm

Technology has greatly expanded the range of tools and pathways of communication in the classroom, and has great potential to increase accessibility to the curriculum. But without intentional selection, a proliferation of platforms and tools can actually increase burden on executive function and make learning spaces less accessible. Come and learn about the framework of executive function support, why it promotes accessibility, and get practical support in evaluating digital tools to support executive function for your classroom. Lunch will be provided.

Ungrading the Academy: Principles and Practice
Monday, January 27th, 2020, 12:00 – 1:30 pm

In her essay "Ungrading," (Inside Higher Ed, November 14, 2017,) Susan Blum writes "For the last decade and a half, I've engaged in anthropological research on higher education, identifying several challenges and mismatches between what we know about learning 'in real life' and learning in college. In my most recent book, I Love Learning; I Hate School: An Anthropology of College, I identified a number of ways that formal education has led to a lack of learning. Colleges promote credentials, obedience and the sorting of haves and have-nots, but not necessarily learning. People kept asking me what I would do to improve things. And I said that if I could make one change, I would get rid of grades."

As part of the January, 2016 *Contemporary Teaching in the Liberal Arts* series, CTLR facilitated a conversation among faculty and staff entitled, *Are Grades Necessary?* The ideas that were explored during that discussion led to the creation of the *Rethinking Grading* Community of Practice, whose purpose was to foster regular conversation about the role of grades and grading in higher education and provide a venue for faculty to share their efforts to de-emphasize grades in their classes. In this year's session, we hope to reanimate the discussion among veteran *Rethinking Grading* members, as well as bring in new participants and others who are curious about the ungrading

movement— in particular, practices that can be applied at colleges and universities where grades are (still) required. Lunch provided.